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ABSTRACT

A study of the effectiveness of a fifth-year teacher certification program at the graduate level in Early Childhood Education was completed at Bloomsbury University of Pennsylvania in summer of 1988. Results from the two instruments that were sent to teachers who were certified in the program, and their immediate supervisors, indicated that teachers felt they were well prepared and that the employers were very pleased with the quality of work that the teachers were performing. When asked to rate their effectiveness in the classroom, 75 percent of the teachers rated themselves as being excellent. An analysis of the data gathered indicated that a program of training teachers at the graduate level in Early Childhood Education was an effective means of providing quality teachers for classrooms and centers today. Survey results are presented on tables and copies of the survey instruments are appended. (Author/JD)

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ED312233

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
BLOOMSBURG, PA 17815

A FOLLOW UP STUDY OF A FIFTH-YEAR TEACHER CERTIFICATION GRADUATE PROGRAM IN EARLY CHILDHOOD EDUCATION AT BLOOMSBURG UNIVERSITY OF PENNSYLVANIA - 1988

BY

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SP 031560

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TABLE OF CONTENTS

I.	Abstract	2
II.	Background of the Study	2
III.	The Problem Statement	4
IV.	The Master of Science Program in Early Childhood Education	4
V.	The Study	5
VI.	Results of the Study	6
VII.	**Who Were the Students?**	6
VIII.	**What are the Strengths and Weaknesses?**	7
IX.	**What was the Teaching Effectiveness?**	8
X.	**Implications and Recommendations?**	8
XI.	Summary	9
XII.	References	10
XIII.	Appendices	11
	Appendix A-Graduates' Cover Letter and Questionnaire	12
	Appendix B-Supervisors' Cover Letter and Instrument	17
	Appendix C-Tables 1-11	20
	Appendix D-Tables 12-13	26

LIST OF TABLES

TABLE NUMBER	TITLE	PAGE
TABLE 1	Sex of Respondents	20
TABLE 2	Date Graduated	20
TABLE 3	Undergraduate Universities	21
TABLE 4	Undergraduate Majors	21
TABLE 5	Undergraduate Q. P. A.	22
TABLE 6	Age of Respondents	22
TABLE 7	Years of Teaching, N,K-3	22
TABLE 8	Program Attraction	23
TABLE 9	Courses Most Valuable	23
TABLE 10	More Emphasis Needed	24
TABLE 11	Practicum Experience	25
TABLE 12	Effectiveness of Graduates from the Program	26
TABLE 13	Overall Evaluations of the Program	26

Abstract. A study of the effectiveness of a fifth-year teacher certification program at the graduate level in Early Childhood Education was completed at Bloomsburg University of Pennsylvania in Summer of 1988. Results from the two instruments that were sent to teachers, who were certificated in the program and their immediate supervisors, indicated that teachers felt that they were well prepared and that the employers were very pleased with the quality of work that the teachers were performing. When asked to rate their effectiveness in the classroom, seventy-five percent of the teachers rated themselves as being excellent. An analysis of the data gathered indicated that a program of training teachers at the graduate level in Early Childhood Education was an effective means of providing quality teachers for classrooms and centers today.

Background of the Study. The preparation of effective teachers has come under scrutiny in recent national education reform reports. In particular, the Holmes Group (1986) and the Carnegie Task Force (1986) assert that teacher education must be dramatically changed or restructured. Certainly, the call for reform in teacher education is not new. As Imig (1986), Executive Director of the American Association of Colleges for Teacher Education points out, a century of reform reports, commission statements, studies, monographs, and organizational resolutions have contributed to the current message of reform in teacher education. Yet, Lanier (1986) maintains that few people involved with teacher education reforms seem to recognize the enduring nature of the problem.

The present challenge facing teacher education is compelling for the following reasons. First, based on past experiences, especially during times of teacher shortage, there seems to be a commitment to raise rather than lower standards for teacher education candidates and programs. These efforts at strengthening teacher education, including entry and GPA requirements, exit testing, expanded field experiences, liberal arts requirements, etc. are conforming with the more stringent standards adopted by the National Council for Accreditation of Teacher Education (NCATE) and satisfying state mandates (Pulliam, 1987). Second, it is estimated that approximately one-half of teachers will be retiring by the 1990's. Many school districts and states are offering financial incentives to make early retirement more attractive. Third, an unpredicted baby boomlet has increased estimates of teacher demand. By 1992, it is estimated that 1.3 million new teachers will be hired (Holmes Group, 1986). Thus, as Arthur Wise (1988), director of the RAND Corporation for the Study of Teaching Profession suggests, a unique and major opportunity exists to significantly change the shape of the teaching force and how the public perceives it.

Among the recommendations for improvement in teacher education have been

various models of fifth-year teacher education programs leading to a master's degree and teacher certification/licensure. Reasons often cited in support of fifth-year programs are the increased complexity of society, the need for a sound liberal arts background, the increase in the knowledge base of teacher education and the professional benefits of extended programs (Brynes, 1987). However, as Ryan (1987) observes, fifth-year programs are not new to teacher education. He likens the fifth-year model to the Master of Arts in Teaching (MAT) Program which dates back to 1896. Cuban (1987) also takes issue, specifically with the Holmes Group, for what he calls their "selective amnesia" regarding lessons learned from previous fifth-year teacher education models such as the Master of Arts in Teaching funded by the Ford Foundation in the late 1950's and 1960's.

The Master of Arts in Teaching program, instituted by the Ford Foundation in 1959, evolved from a concern about American education generated by Sputnik in 1957 and from a genuine interest in improving teacher training. The program aims were to attract capable liberal arts graduates, prepare them for teaching with graduate coursework in their academic discipline and in professional education and establish links between colleges and universities and the public school systems. Forty-three colleges and universities were granted a total of $29 million for MAT program development. The colleges and universities selected were considered prestigious and influential by the Ford Foundation and willing to make a sustained commitment to teacher education. Although no two MAT programs were exactly alike, the majority focused on the preparation of secondary teachers. The programs could usually be completed in a summer and a full academic year of study. Successful students would receive the MAT degree and meet state certification or licensing standards. In order to understand the implications of the MAT programs, it is instructive to refer to the Coley and Thorpe study (1985) which surveyed graduates of nine MAT programs between 1968 and 1969 and recent graduates from four institutions.

Based on an historical and current analysis of MAT programs, Coley and Thorpe (1985) found that: MAT programs attracted high academic ability students to teacher education; the MAT model was successful in the proportion of its graduates who entered and remained in teaching; nearly one-third of graduates who were not teaching hold other positions in education; and, graduates rated their internship and coursework favorably. On the negative side, MATs were dissatisfied with their preparation to deal with individual differences and discipline as well as the quality of the supervision they received during their internships. Coley and Thorpe concluded that the MAT model appears to be a successful way to "increase the supply and quality of the nation's teachers" (1985, p. 8). Yet, it should be noted that despite the apparent success of the model, only three of the MAT programs examined were still in operation. In fact, most programs were discontinued after the Ford Foundation funding ended.

The University of New Hampshire (UNH) offers an example of another type of fifth-year program in elementary and secondary teacher education which has been in

place since 1974. While there is no undergraduate major in education in the UNH program, students usually begin education courses as undergraduates. Their fifth-year of study requires an area of concentration, usually a full school year internship, plus one or two summers of coursework. From his evaluation of the program, Andrews (1983) reports that its high academic standards, extended field experiences, subject matter major and added year of study attracts high quality students with strong social service motivations. In addition, over ninety percent of program graduates were employed in the first year after program completion.

Helmich (1985) reports that fifth-year program models of teacher education are being implemented across the country to meet unique needs and circumstances. What is needed are data and research to identify and evaluate fifth-year teacher education programs including their design, content, and effectiveness. In addition, inquiry is needed to determine the teaching effectiveness of fifth-year teacher education program graduates who are currently teaching in the field.

The Problem Statement. The major purpose of this study was to determine if a fifth-year program of study leading to a Master of Science degree in Early Childhood Education (Nursery, Kindergarten, through Grade Three certification) at Bloomsburg University of Pennsylvania was an effective teacher education model. The following questions were addressed: (1) Was the fifth-year graduate program leading to certification in Early Childhood Education an effective means to attract academically able students to teacher education? (2) What were the strengths and weaknesses of this graduate certification program? (3) What was the teaching effectiveness of teachers who graduated from this program as assessed by their immediate supervisors? (4) What were the implications of this research and the recommendations for other colleges and universities interested in improving and/or designing similar models for teacher education?

The Master of Science Program Leading to Early Childhood Certification at Bloomsburg University of Pennsylvania. The basic Early Childhood Education masters degree consists of thirty(30) credits. Candidates desiring Nursery, Kindergarten through Grade Three certification (N, K-3) must enroll in a practicum course of six credits for a total of thirty-six(36) credits. All students possessing an undergraduate degree are eligible for this program.

The program is divided into three core areas of study: Foundations, six credits; Early Childhood Education, eighteen to twenty-four credits; and Related Studies, six credits. The Foundations core consists of courses such as: Major Philosophies, School and Society, and courses in which in-depth study is provided. The Early Childhood Education core contains courses in seven areas: curriculum, methods and materials, current research and design, learning and development, identification and prescription, organization and administration, and practicum. Related Studies consists of course

selections designed to enhance and remedy any deficiencies that the graduate student has identified. Other requirements include: a five-day observation experience, speech and hearing testing, vision screening, screening examination(written and oral), the Miller's Analogy Test, and a state police or Federal Bureau of Investigation background check. All students must maintain a 3.0 G. P. A. (4.0 scale) for candidacy and graduation.

The Early Childhood studies core provides the competencies necessary to meet the certfication standards identified by the Pennsylvania Department of Education. Each student desiring certification must prepare a Practicum Proposal which consists of an analysis of their skills and past experiences. Each experience is "tailored" to the individual graduate student. Thus, an individual who has taught for several years in different early childhood settings must first document these experiences with letters from former employers and then plan a program of experiences that will include teaching and experiences with children in the public school setting. Once the goals have been identified, sites are then selected and the districts involved contacted. Sites close to the graduate's home are usually selected.

The practicum experience for each student is supervised by a classroom teacher and a university supervisor. Observations and discussions are held periodically to determine the success or remediation that each student needs. The goals identified by the student at the time the proposal was developed become the focal point of the experiences in each setting. As the graduate student begins his/her experiences, the classroom teacher and the university supervisor may add goals and make recommendations as necessary. Evaluation and goal identification are paramount to the experiences that each student brings or takes away from the teaching site. Final determination of success or additional teaching experiences lie with the university supervisor. An additional semester or number or weeks at another site can be planned if the graduate student has not successfully demonstrated the competencies needed to work *well* with children.

The Study. The subjects for this follow-up study included thirty-nine students, who graduated with a Master's degree and certification in Early Childhood Education(N,K-3) at Bloomsburg University of Pennsylvania. A list of graduates with addresses and telephone numbers was compiled from the student records. Graduates were contacted by telephone to update their addresses, describe the follow-up study, and obtain the names and addresses of their immediate supervisors.

A questionnaire and cover letter for program graduates were developed, field tested, and revised (Appendix A). The revised survey instrument and cover letter, with a stamped, self-addressed return envelope were mailed in June, 1988. Follow-up telephone calls were made in July, 1988, to program graduates who did not respond. Data were gathered on graduates' background including undergraduate education and experiences and their perceptions of the fifth-year program in Early Childhood Education

at Bloomsburg University of PA.

An instrument for evaluating the teaching effectiveness of program graduates and a cover letter with a stamped, self-addressed envelope were mailed to the immediate supervisors of each of the program graduates in June, 1988, (Appendix B). The instrument was developed from a standard form used by many school districts when requesting an evaluation of a prospective teacher candidate. Based upon observations, field testing, and personal contact with principals and supervisors, an instrument requesting the evaluation of program graduates was developed in the following areas: speech, writing, management, interpersonal, attitude, creativity-imagination, and stability. Follow-up telephone calls in July, 1988, were made to the immediate supervisors that had not returned their evaluations.

Results of the Study. Data gathered from the respondents were organized from the four questions that served as the focus of the investigation. A narrative summary of the data is presented in this section with the supporting tables being found in Appendix C.

Who were the Students?

Background data on the twenty-eight program graduates who responded to the questionnaire are summarized in Tables 1-11 in Appendix C. The response rate to the questionnaire was seventy-two percent. All of the respondents were female. Over fifty percent of the subjects were in the 20-30 year old age range and graduated from the program within the last three years. Approximately eighty-two percent of the respondents graduated within the past six years of the program's twelve year history.

The majority of respondents graduated from undergraduate colleges and universities in Pennsylvania. Other geographic areas were represented by colleges and universities such as: Old Dominion University in Virginia, Wright State University in Ohio, Columbia University in New York, Harding University in Arkansas, and the University of Oklahoma in Oklahoma. Approximately eighty-nine percent of the colleges and universities attended by the program graduates were rated as competitive or better in Barron's Profiles of American Colleges. The average G. P. A. was 3.1 with approximately twenty-nine percent having a G. P. A. betwen 3.5 and 4.00.

Undergraduate major areas of study included psychology, nursing, home economics, English, political science, social work, and dental hygiene. While the fifth-year program model attracted a majority of students who had not prepared to become teachers of young children as undergraduates, thirty-five percent of the group had earned degrees in elementary, early childhood, secondary, or special education.

Data analysis of years of teaching on the N,K-3 certificate revealed that approximately fifty-seven percent of respondents were teaching on the N,K-3 certificate

for four years or less; fourteen percent have been teaching for six or more years; and thirty-two percent were not teaching currently. An examination of the positions held by the program graduates found that approximately fifty-eight percent of the graduates held positions in education with seventy-seven percent as teachers and twenty-three percent as directors, administrators and coordinators of preschools, Head Start centers, and day care programs. Twenty percent were substituting while seeking permanent teaching positions. Twenty-two percent were employed outside of education.

Lastly, the most frequently cited attractions to the fifth-year program were the opportunities to obtain a Master's degree and a teaching certificate in a time period of less than two years. Other reasons cited included a love for working with young children, the strength and reputation of the program, the need for primary intervention and qualified teachers in early childhood education, job security, proximity to home and employment, and economics(cost of the courses).

What are the Strengths and Weaknesses of the Bloomsburg University Fifth-Year Graduate Program Model in Early Childhood Education?

The four courses cited most frequently by program graduates as being most valuable to their success as teachers were: Learning and Development of the Young Child, Practicum in Early Childhood Education, Workshop in Preschool Education, and Practices in Teaching the Young Child. As one program graduate explained, ". . .these courses allowed me to acquire as much practical, applicable and significant knowledege as. . .any course could".

Topics where program graduates would like to see more emphasis were: curriculum, methods and materials, classroom/center management, assessing student's needs and individualizing instruction.

The practicum was rated very favorably by respondents. Ninety-six percent felt their practicum experience was either most valuable or valuable. The majority of program graduates found the supervision by their cooperating teacher and university supervisor either very helpful or helpful. With regard to the cooperating teacher's role, seventy-one percent of respondents felt it should not be changed. And similarly, seventy-five percent of respondents agreed that the university supervisor's role should not be changed. The majority of applicants believed that the length of the practicum should be kept the same. The respondents were satisfied with the amounts of materials that the centers and classrooms contained. Lastly, seventy-five percent of program graduates rated themselves as excellent teachers, seven percent as very good, and almost eighteen percent as good. None of the teachers viewed themselves as being unprepared or poor.

What was the Teaching Effectiveness of Teachers Who

Graduated from the Program and are Currently Teaching as Assessed by Their Immediate Supervisor?

Seventy-six percent of the supervisors and principals surveyed returned their evaluation instruments. Program graduates scored very favorably on the evaluations. The majority of ratings on all characteristics were either excellent or good. Characteristics rated most hightly were: Interpersonal, Speech, Attitude, Preparation, Management and Content. Program graduates are clearly demonstrating that they work well with others, speak correctly and clearly, act responsibly with a commitment to teaching, plan and prepare work effectively, exercise appropriate student control and classroom climate, and display subject matter competency.

Principals and supervisors responses to having one of their children in the program graduate's classrooms were very positive. Twelve respondents reported that they would be very pleased, three would be satisfied, one would have some concern, and three gave no response or checked unknown. Lastly, when asked to rank program graduates in comparison to other teachers hired in similar positions over the past ten years, thirty-two percent were ranked in the upper ten percent, forty-two percent were ranked in the upper twenty percent, and five percent were ranked in the upper thirty and forty percents respectively with no response from sixteen percent.

What are the Implications and Recommendations of the Research Project?

Results of this follow-up study demonstrated that the fifth-year, graduate teacher education program in Early Childhood Education at Bloomsburg University is an effective way to attract and prepare teachers who are competent. The program efficiently meets the needs of a group of students with diverse undergraduate backgrounds who want to teach young children. In addition, the program fosters a positive, collaborative relationship between the university and the local school districts and centers.

The following are recommendations for future consideration and research based upon the results of this study:

1. The program should increase its emphases on curriculum, methods and materials, management, and assessment of young children.
2. The program should increase and coordinate field experiences with coursework prior to the practicum.
3. Entry level skills and knowledge of program candidates should be identified to develop programs which will best meet their needs.
4. Efforts should be made to attract capable males to fifth-year programs and Early Childhood Education.
5. Follow-up studies should be a part of all efforts to improve teacher education.

Summary. The fifth-year teacher certification graduate program in Early Childhood Education at Bloomsburg University of PA attracts academically able students. These results are consistent with findings by Coley and Thorpe (1985) and Andrew (1983) concerning fifth-year teacher education programs. In addition, this follow-study determined that graduates who entered teaching were evaluated as effective teachers by their principals and supervisors.

Overall, both program graduates and administrators were very satisfied with the fifth-year teacher certification program in Early Childhood Education at Bloomsburg University. In particular, Practicum as well as Learning and Development, Workshop, and Practices in Teaching the Young Child were rated highly by program graduates. The positive assessment given to the Practicum course is consistent with the results of other fifth-year program evaluations (Coley and Thorpe, 1985). However, while Bloomsburg graduates were pleased with their practicum supervision, Coley and Thorpe found that MAT program graduates were dissatisfied with the quality of their supervision.

The commitment to excellence in teacher education must be sustained. Efforts must continue to determine how to attract the most capable students to teacher education, to identify program models effective in training teachers, and to develop a support system which will assist teachers once they are in their classrooms and centers.

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APPENDICES

APPENDIX A

GRADUATE'S COVER LETTER INSTRUMENT

BLOOMSBURG UNIVERSITY
Department of Curriculum and Foundations
Bloomsburg, PA 17815
717-389-4025

June , 1988

Ms. Deborah

Selinsgrove, PA

Dear Ms.

Enclosed is a questionnaire concerning the Master of Science program in Early Childhood Education. We are primarily interested in your evaluative comments relative to the effectiveness of a fifth-year teacher training program leading to NK-3 Certification. You will be asked to provide background information and to evaluate your experiences and coursework as to their value during the first years of teaching. We will be contacting your immediate supervisor in order to gain information concerning his/her views about the effectiveness of our early childhood program.

We would like to thank you for completing this questionnaire. Your comments will be helpful in our efforts to continue to improve our programs and shape their future direction. Please return the questionnaire in the enclosed, self-addressed envelope by June 17, 1988. All returns will be kept in strictest confidence.

Sincerely,

Lorraine A. Shanoski, Ed.D.
(717) 389-4551

John R. Hranitz, Ed.D.
(717) 389-4030

Enclosure

Bloomsburg University
Bloomsburg, Pennsylvania

MASTER OF SCIENCE PROGRAM IN EARLY CHILDHOOD EDUCATION
QUESTIONNAIRE

I. BACKGROUND DATA:

Sex: _____Male _____Female

Date graduated from Bloomsburg University: _____

Undergraduate University/College: _____

Undergraduate Major: _____

Undergraduate Quality Point Average: _____

Prior training or experiences in education:

Age: _____20-25 years
_____26-30 "
_____31-35 "
_____36-40 "
_____41-45 "
_____46-50 "
_____51-55 "
_____56 and older

Years of teaching on the N,K-3 certificate: _____

Present position is:

_____

List the other positions that you have had since you were certified:

_____

_____

_____.

If you have changed positions, please list why:

_____

_____.

II. Program Review:

A. Please list the reason(s) why you were attracted to this program:

B. Please indicate from the list of courses below, the ones that were most valuable to your success as a teacher, or as an administrator:

_____62.410 Workshop in Preschool Education
_____62.522 Curriculum Trends in Early Childhood Education
_____62.523 Practices in Teaching the Young Child
_____62.590 Current Research and Development in Early Childhood Education
_____62.591 Learning and Development of the Young Child
_____62.592 Identification and Prescription of the Needs of the Young Child
_____62.593 Organization and Administration of Educational Programs for Young Children
_____62.594 Practicum in Early Childhood Education
_____Program Electives
_____Exit Writing Requirement: Departmental Paper, Thesis, or Comprehensive Project

C. Please explain why these courses were most valuable:

D. Below are some content areas related to our program. Please check those that you feel would strengthen our program. Space has been reserved for you to make additional comments if you wish to do so.

1. There should be more emphasis on one or more of the following topics in the courses in early childhood education:

____a. history, philosophy, learning theory;
____b. curriculum, methods, and materials;
____c. infants and toddlers;
____d. high risk and/or special needs;
____e. classroom/center management;
____f. assessing student's needs;
____g. individualizing instruction;
____h. Montessori education;
____i. administration and supervision;
____j. grants;
____k. three, four, and fives;
____l. six, seven, and eights;
____m. role of play;
____n. research;
____o. _____;
____p. _____.

2. The practicum experience is an important part of your program. Please check the items below that best describe your perceptions of this experience.

a. The practicum experience was:
_____Most valuable _____Valuable
_____Not Valuable

b. The length of the practicum should be:
_____longer _____shorter _____kept the same

c. Supervision:
(1) The cooperating teacher was
_____very helpful _____helpful
_____not helpful
(2) The university supervisor was
_____very helpful _____helpful
_____not helpful

d. Role:
(1) The cooperating teacher's role should be
_____expanded _____reduced _____not changed.
Please explain:

(2) The university supervisor's role should be
_____expanded _____reduced _____not changed
Please explain:

e. The school/day care center had:
_____enough materials; _____not enough materials.
Please explain:

E. As a graduate of our program, how would you rate yourself as a teacher:
_____excellent _____good _____satisfactory

APPENDIX B

SUPERVISOR'S COVER LETTER AND INSTRUMENT

BLOOMSBURG UNIVERSITY
Department of Curriculum and Foundations

June , 1988

Mr. Charles
Area School District
PA

Dear Mr. :

Your teacher, Cindy , has agreed to participate in our Follow-Up Study of the Effectiveness of a Fifth-Year Teacher Education Program in Early Childhood Education at Bloomsburg University of Pennsyvlania. As part of this study, we would like you to evaluate our program relative to the characteristics you have observed in Cindy, a graduate of our program. Your responses will be kept in confidence. If you have any questions, we can be reached at (717) 389-4030.

Please return the questionnaire by June 17, 1988 in the enclosed self-addressed envelope. Thank you for your cooperation.

Sincerely,

Lorraine A. Shanoski, Ed.D.

John R. Hranitz, Ed.D.

BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania

PRINCIPAL'S/SUPERVISOR'S EVALUATION OF THE EFFECTIVENESS
OF EARLY CHILDHOOD GRADUATES OF A FIFTH-YEAR PROGRAM
AT BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

Directions: Please evaluate our program with respect to the following characteristics you have observed in our program graduate. Please check the appropriate column.

Characteristic	Excellent	Good	Fair	Poor	Unknown
1. Speech: speaks correctly and clearly.	_____	_____	_____	_____	_____
2. Writing: is free of errors.	_____	_____	_____	_____	_____
3. Preparation: plans and prepares work effectively.	_____	_____	_____	_____	_____
4. Content: displays subject matter competency.	_____	_____	_____	_____	_____
5. Skills: utilizes a variety of teaching strategies and methods.	_____	_____	_____	_____	_____
6. Accommodation: adjusts teaching to ability and needs of students.	_____	_____	_____	_____	_____
7. Motivation: motivates students, gains confidence, establishes rapport.	_____	_____	_____	_____	_____
8. Management: exercises appropriate student control and classroom climate.	_____	_____	_____	_____	_____
9. Interpersonal: works well with others; shows judgment, tact, and willingness to assist.	_____	_____	_____	_____	_____

10. Attitude: demonstrates responsibility, commitment to teaching and professional attitude. _____ _____ _____ _____ _____

11. Creativity and imagination: evidence of originality. _____ _____ _____ _____ _____

12. Stability: handles difficult situations well. _____ _____ _____ _____ _____

Please indicate your reaction to having one of your children in this teacher's classroom:

_____Very pleased _____Satisfied _____Have some concern
_____Would select another teacher

Please rank our program graduate in comparison to other teachers that you have hired in similar positions over the past ten years:

_____Upper 10% _____Upper 20% _____Upper 30%
_____Upper 40% _____Upper 50%
_____Below 50%

Are there any other factors that we should consider in the improvement of our program:

APPENDIX C

TABLES 1-11

TABLE 1

SEX OF RESPONDENTS

Sex	Number	Percentage
Male	0	0
Female	28	100

TABLE 2

DATE GRADUATED FROM BLOOMSBURG UNIVERSITY OF PA

Year	Frequency	Percentage
1988	5	18
1987	4	14
1986	5	18
1985	3	11
1984	4	14
1983	2	7
1982	0	0
1981	1	4
1980	2	7
1979	1	4
1978	0	0
1977	0	0
1976	1	4

n=28

TABLE 3

UNDERGRADUATE UNIVERSITIES ATTENDED BY PROGRAM GRADUATES

College/University	Frequency	Percentage
Bloomsburg University of PA	9	32
Kutztown University of PA	1	4
Old Dominion University, VA	1	4
Susquehanna University, PA	2	7
Mansfield University of PA	4	14
Harding University, ARK	1	4
University of Oklahoma, OK	1	4
Pennsylvania State University, PA	2	7
Messiah College, PA	1	4
Shippensburg University of PA	1	4
College of Misericordia, PA	1	4
University of Pittsburgh, PA	1	4
Wright State University, OH	1	4
Kings College, PA	1	4
Columbia University, NY	1	4

n=28

TABLE 4

UNDERGRADUATE MAJORS

Undergraduate Majors	Frequency	Percentage
Psychology	7	25
Political Science	1	4
Nursing	3	11
Home Economics	3	11
Secondary Education French	1	4
Special Education	1	4
Dental Hygiene	1	4
Early Childhood Education/Elementary Education	3	11
Social Work	1	4
Elementary Education	5	18
English	2	7

n=28

APPENDIX C (CONTINUED)

TABLE 5

UNDERGRADUATE Q.P.A.

Undergraduate Q.P.A.	Frequency	Percentage
3.5-4.0	8	29
3.0-3.49	9	32
2.5-2.99	6	21
2.0-2.49	5	18

n=28

TABLE 6

AGE OF RESPONDENTS

Age in Years	Frequency	Percentage
20-25	6	21
26-30	8	29
31-35	4	14
36-40	4	14
41-45	4	14
46-50	2	7
51-and older	0	0

n=28

TABLE 7

YEARS OF TEACHING ON THE N,K-3 CERTIFICATE

Years	Frequency	Percentage
0	9	32
1	7	25
2	3	11
3	4	14
4	1	4
5	0	0
6	1	4
7	1	4
8	0	0
9	1	4
10	1	4

n=28

APPENDIX C (CONTINUED)

TABLE 8

PROGRAM ATTRACTION

Program Attraction	*Frequency	Percentage
-Program strength and reputation	3	11
-Obtain a primary level certificate in a short period of time	17	61
-Need for primary intervention and qualified teachers at this level	3	11
-Obtain an advanced degree	10	36
-Love working with young children	5	18
-Job security	1	4
-Proximity to home	1	4
-Economics	1	4

*Respondents selected more than one choice.

n=28

TABLE 9

COURSES MOST VALUABLE TO SUCCESS AS TEACHER/ADMINISTRATOR

Course Title	Frequency	Percentage
Learning and Development of the Young Child	21	16
Practicum in Early Childhood Education	20	15
Workshop in Preschool Education	15	11
Practices in Teaching the Young Child	15	11
Current Research and Development. . . .	12	9
Organization and Administration. . . .	12	9
Curriculum Trends in Early Childhood. . . .	11	8
Identification and Prescription. . . .	11	8

APPENDIX C (CONTINUED)

TABLE 9 (CONTINUED)

Course Title	Frequency	Percentage
Exit Writing Requirements	9	7
Program Electives	8	6

Number of Responses: 134.

n=28

TABLE 10

TOPICS WHERE MORE EMPHASIS IS NEEDED

Topic	Frequency	Percentage
Curriculum, methods, and materials	15	14
Classroom/center management	14	13
Assessing student's needs	13	12
Individualizing instruction	11	10
High risk or special needs	10	9
Montessori education	9	8
Infants and toddlers	6	5
Role of play	7	6
Grants	7	6
Research	6	5
History, philosophy, and learning theory	3	3
Administration, supervision, parents	2	2
Student teaching, language	1	1

Number of Responses: 107.

n=28

APPENDIX C (CONTINUED)

TABLE 11

PRACTICUM EXPERIENCE

Practicum Experience	Frequency	Percentage
Value of Practicum		
-most valuable	14	50
-valuable	13	46
-not valuable	1	4
Length of Practicum		
-longer	7	25
-shorter	1	4
-kept the same	20	71
Supervision by Cooperating Teacher		
-very helpful	18	64
-helpful	10	36
-not helpful	0	0
Supervision by University Professor		
-very helpful	16	57
-helpful	10	36
-not helpful	2	7
Role of Cooperating Teacher		
-expanded	7	25
-reduced	1	4
-not changed	20	71
Role of University Supervisor		
-expanded	7	25
-reduced	0	0
-not changed	21	75
Adequacy of Materials at School/Day Care/Head Start Center		
-enough materials	27	96
-not enough materials	1	4
How do you rate yourself as a teacher?		
-excellent	21	75
*-very good	2	7
-good	5	18
-satisfactory	0	0

*Category added because two teachers checked the area between excellent and good.

n=28

APPENDIX D

TABLES 12 and 13

TABLE 12

PRINCIPAL'S/SUPERVISOR'S EVALUATION OF THE EFFECTIVENESS OF EARLY CHILDHOOD GRADUATES OF A FIFTH-YEAR PROGRAM AT BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

Characteristic	Excellent	Good	Fair	Poor	Unknown
1. Speech	73.68	21.0	5.26		
2. Writing	52.63	36.84			10.53
3. Preparation	57.89	36.84			5.26
4. Content	63.15	26.32			10.53
5. Skills	42.10	31.57	15.79		10.53
6. Accommodation	47.37	42.10			10.53
7. Motivation	42.10	42.10	5.26		10.53
8. Management	63.15	31.57			5.26
9. Interpersonal	68.42	31.57			
10. Attitude	68.42	26.32			5.26
11. Creativity	52.63	31.57	5.26		5.26
12. Stability	42.10	36.84	5.26		15.78

n=19

TABLE 13

OVERALL EVALUATIONS

Evaluation	Percentage	Descriptive Statement
1. Your reaction to having one of your children in this teacher's classroom:		
	63.15	-very pleased
	15.78	-satisfied
	5.26	-have some concern
	0.0	-would select another teacher
	5.26	-unknown
	10.53	-no response

APPENDIX D (CONTINUED)

TABLE 13 (CONTINUED)

Evaluation	Percentage	Descriptive Statement
2. Rank our program graduate in comparison to other teachers that you have hired in similar positions over the past ten years:		
	31.57	-upper 10%
	42.10	-upper 20%
	5.26	-upper 30%
	5.26	-upper 40%
	0.0	-upper 50%
	0.0	-below 50%
	15.78	-no response

n=19